

**Peace Corps/World Wise Schools**  
**Connecting Peace Corps Volunteers to Educators for Global Education**  
**Educator Team Member Statement of Work**

**I. Project Background**

Peace Corps' World Wise Schools (WWS) is a global education program offered to U.S. students in grades 3-12. Its mission is to stimulate interest in the world cultures, promote the study of geography, and demonstrate to young people the value of volunteer service. To this end, the program provides the opportunity for U. S. classes to correspond with Peace Corps Volunteers who are currently serving overseas. It also provides educators with resource materials in print, video, and on-line. World Wise Schools also maintains a database of returned Volunteer speakers who visit U.S. classes and organizations.

In June 1998, WWS was awarded a planning grant from the Department of Education's Consortia for Education to develop a plan for an on-line learning module and creation of a community of learners. After the plan was developed, WWS turned it into a proposal to the Consortia in order to obtain an implementation grant. In May 1999, WWS was awarded the implementation grant. An abstract of the grant follows:

Our team, "Connecting Peace Corps Volunteers to Educators for Global Education" (CPC/EGE) will bring together Peace Corps World Wise Schools (WWS) educators, Peace Corps Fellows educators, current and returned Peace Corps Volunteers, and other educators who will be involved in using and developing new teaching resources focusing on how water is used in daily life in the countries of Africa where Peace Corps Volunteers serve. This plan brings the experiences and expertise of Peace Corps Volunteers (PCVs) and returned Volunteers (RPCVs) to classrooms in the United States and fulfills a goal of Peace Corps, "to strengthen Americans' understanding about the world and its peoples -- to bring the world back home."

The project will initially focus on the Volunteer Views found under Global Education on the Peace Corps web site. We will revise this area, adding new standards-based lesson plans, and a new format, and then begin a new section focusing on the use and availability of water, how it affects the culture, and impacts the lives of the people in the countries of Africa. We will include links to already existing sections of Volunteer Views and other materials on the Peace Corps web site. The content of this section will be photos and first-hand accounts based on the daily experiences of Peace Corps Volunteers and staff members who currently serve or have served in these countries. Standards-based lesson plans utilizing these primary sources will initially be developed by educator members of the team. Additional plans and resources will be contributed by various members of the on-line community in an on-going basis. There will also be links to data and maps of the countries as well as opportunities for asynchronous communication.

## **II. Educator Roles and Responsibilities**

This agreement outlines the responsibilities, deliverables, and compensation for the educator members of the CPC/EGE team for the period **July 29, 1999 to July 15, 2000**. By signing this agreement, the Educator assents to the following:

- A. Attend two in-service trainings: the first to be held on July 29-30, 1999, the second to be determined by consensus of the CPC/EGE team.
- B. Participate in an on-line forum and read and answer all e-mails sent to him/her.
- C. Participate by conference call or videoconference in at least four CPC/EGE team meetings.
- D. Submit all **Consortium for Education RG3** invoices completed in full in a timely manner.
- E. Complete the following steps in the development of each learning unit:
  - 1. Review and edit (if necessary) the anecdotal data and view the available photos.
  - 2. Identify the desired results: What should students know and understand, and be able to do in regard to this data? Which National Standards will be implemented and which skills will be developed in the learner?
  - 3. Determine which of the WWS essential questions best matches the desired results.
  - 4. Determine acceptable evidence that students have gained understanding and met standards, i.e. assessment methods and tools.
  - 5. Plan learning experiences and instructional activities.
  - 6. Develop extension activities that integrate other curricular areas.
  - 7. Develop a list of suggested additional resources that should include at least half as web-based.
- F. Use the template provided by WWS to develop the lessons.
- G. Consider good web writing, design, and accessibility issues when developing the learning units.
- H. Pilot test the lessons created in his/her own classroom and report to the team leader on the results and lessons learned.
- I. Submit all learning units and reports in MS Word format.
- J. Participate in the discussions about the instructional design of the web site.
- K. Participate in professional development by:
  - 1. Watching the professional development videos that are sent to you, reflecting on them and adding your comments to a through an electronic discussion with the other educators.
  - 2. Reading the materials that are presented to you, reflecting upon them, and commenting on them through an electronic discussion with the other educators.
  - 3. Sharing other information that is valuable for your professional development and helpful to this project with the other educator members through an electronic discussion with the other educators.
- L. Develop, test, and revise a total of four learning units during the period of August 1, 1999 to July 15, 2000 according the following schedule:

<b><i>Final Due Date</i></b>	<b><i>Activity to be completed</i></b>
<b>First Quarter</b>	
August 15, 1999	<ul style="list-style-type: none"> <li>a. Review the anecdotal data contained in <i>Volunteer Views</i> at <a href="http://www.peacecorps.gov/www/views/index.html">http://www.peacecorps.gov/www/views/index.html</a></li> <li>b. Use one section of Volunteer Views to develop a learning unit.</li> <li>c. Submit the learning unit to the CPC/EGE team leader for review by Peace Corps (PC) staff.</li> </ul>
September 15, 1999	<ul style="list-style-type: none"> <li>d. Revise learning unit based on comments of CPC/EGE team leader and PC staff.</li> <li>e. Test learning unit in class and evaluate it with a written reflection.</li> <li>f. Revise the learning unit as necessary.</li> <li>g. Submit written reflection and the revised learning unit to CPC/EGE team leader. The learning unit will be given to a team alternate for testing in his/her classroom.</li> </ul>
October 15, 1999	<ul style="list-style-type: none"> <li>h. Confer with peer reviewer through e-mail or telephone.</li> <li>i. Revise or add adaptations of learning unit as appropriate.</li> <li>j. Submit final draft of learning unit to CPC/EGE team leader.</li> <li>k. Watch one professional development video, reflect on what was learned.</li> <li>l. Comment on the video through an electronic discussion with the other educators.</li> <li>m. Send the video to the appropriate person on the mailing list.</li> </ul>

<b>Second Quarter</b>	
November 15, 1999	<ul style="list-style-type: none"> <li>n. Review the anecdotal data and photos collected from PCVs in Africa for learning unit appropriateness and edit as necessary.</li> <li>o. Use anecdotal data and photos to develop a learning unit.</li> <li>p. Submit the learning unit to the CPC/EGE team leader for review by PC staff.</li> </ul>
December 15, 1999	<ul style="list-style-type: none"> <li>q. Revise learning unit based on comments of CPC/EGE team leader and PC staff.</li> <li>r. Test learning unit in class and evaluate it with a written reflection.</li> <li>s. Revise the learning unit as necessary.</li> <li>t. Submit written reflection and the revised learning unit to CPC/EGE team leader. The learning unit will be given to a team alternate for testing in his/her classroom.</li> </ul>
January 15, 2000	<ul style="list-style-type: none"> <li>u. Confer with peer reviewer through e-mail or telephone.</li> <li>v. Revise or add adaptations of learning unit as appropriate.</li> <li>w. Submit final draft of learning unit to CPC/EGE team leader.</li> <li>x. Watch one professional development video, reflect on what was learned.</li> <li>y. Comment on the video through an electronic discussion with the other educators.</li> <li>z. Send the video to the appropriate person on the mailing list.</li> </ul>

<b>Third Quarter</b>	
February 15, 2000	<ul style="list-style-type: none"> <li>aa. Review the anecdotal data and photos collected from PCVs in Africa for learning unit appropriateness and edit as necessary.</li> <li>bb. Use anecdotal data and photos to develop a learning unit.</li> <li>cc. Submit the learning unit to the CPC/EGE team leader for review by PC staff.</li> </ul>
March 15, 2000	<ul style="list-style-type: none"> <li>dd. Revise learning unit based on comments of CPC/EGE team leader and PC staff.</li> <li>ee. Test learning unit in class and evaluate it with a written reflection.</li> <li>ff. Revise the learning unit as necessary.</li> <li>gg. Submit written reflection and the revised learning unit to CPC/EGE team leader. The learning unit will be given to a team alternate for testing in his/her classroom.</li> </ul>
April 15, 2000	<ul style="list-style-type: none"> <li>hh. Confer with peer reviewer through e-mail or telephone.</li> <li>ii. Revise or add adaptations of learning unit as appropriate.</li> <li>jj. Submit final draft of learning unit to CPC/EGE team leader.</li> <li>kk. Watch one professional development video, reflect on what was learned.</li> <li>ll. Comment on the video through an electronic discussion with the other educators.</li> <li>mm. Send the video to the appropriate person on the mailing list.</li> </ul>

Fourth Quarter	
May 15, 2000	nn. Review the anecdotal data and photos collected from PCVs in Africa for learning unit appropriateness and edit as necessary. oo. Use anecdotal data and photos to develop a learning unit. pp. Submit the learning unit to the CPC/EGE team leader for review by PC staff.
June 15, 2000	qq. Revise learning unit based on comments of CPC/EGE team leader and PC staff. rr. Test learning unit in class and evaluate it with a written reflection. ss. Revise the learning unit as necessary. tt. Submit written reflection and the revised learning unit to CPC/EGE team leader. The learning unit will be given to a team alternate for testing in his/her classroom.
July 15, 2000	uu. Confer with peer reviewer through e-mail or telephone. vv. Revise or add adaptations of learning unit as appropriate. ww. Submit final draft of learning unit to CPC/EGE team leader.

### III. Payment

A deposit of \$300 per month will be electronically transferred each month into the account that you have identified. This electronic transfer will be processed upon completion and/or submission of the deliverable and activities outlined for that month and the Education RG3 invoice.

**Peace Corps/World Wise Schools  
Connecting Peace Corps Volunteers to Educators for Global Education  
Educator Team Member Agreement**

**I agree to complete the activities outlined in the *Connecting Peace Corps Volunteers to Educators for Global Education Educator Statement of Work* in a timely manner and to the best of my ability. I understand that the amount of \$300 per month will be deposited in my bank account only if I satisfactorily submit both the deliverable for the month in question, and a completed Consortium for Education RG3 invoice to the CPC/EGE team leader by the deadline listed.**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Maureen Wilson-Jarrard, Team Leader  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Betsi Shays, Director, WWS  
Printed Name

\_\_\_\_\_  
Signature

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Date